

February 29, 2016

TO: Tom Adams, Deputy Superintendent, Instruction and Learning Support  
Branch, California Department of Education

FROM: Eric C. Heins, President, California Teachers Association

RE: California Teachers Association's Input on the History Social Studies  
Framework

On behalf of the California Teacher Association, I am submitting this report on the History Social Science Framework compiled by the State Council of Education's Curriculum and Instruction Committee. Unlike the mathematics framework or the ELA/ELD framework, this framework never clearly defines the instructional shifts necessary for the types of history and social science teaching learning that will develop literacy. Here are the committee's initial thoughts and comments in general about the framework. Following the general comments, you will find all the line by line comments (corrections and edits) for each chapter.

The committee feels that the framework needs to start with a disclaimer that the historical information presented in the framework is presented as "evidence on hand" as it is known today and not a never changing fact. The framework needs to be supportive of the fact that as new evidence surfaces through research and study that the historical data may change.

About the narrative: Testing, the academic standards to which this framework must align, and the unofficial national curriculum of Advanced Placement still imprints a curriculum that has not quite caught up to the ideals of the Common Core. The framework is extensive in its coverage of the history, social science, and civic content but is not comprehensive in developing a clear linkage to the Common Core Standards on Literacy in History/Social Studies. The framework seems to be more focused on content and fact-based. Throughout the document, the suggested activities and questions brushed the surface of and borders on recall, explanation, and basic inquiry. If the intent of the framework is to teach content and recall in anticipation of a history social science content test, then the framework has done the job. If the intent of the framework is to develop a literate student body who is prepared for the world of career and college, then there is the missing component of skill development and connection to the Common Core Standards on Literacy in History/Social Studies.

The connection to the Common Core Standards on Literacy in History/Social Studies is not applied nor connected to the "how" in teaching the History Social Science (HSS) Standards throughout the framework. The rigor or depth is also not present in the framework. An example is the reference to the Historical and Social Science Analysis

Skill Standards as an inquiry process, but it failed to connect this process to the Depth of Knowledge levels required by the Common Core Standards and the Smarter Balanced Assessments.

Throughout the framework, History Social Science (HSS) Standards are framed as essential questions. The essential questions get at the content but the framework needs to show or demonstrate the importance with the foundational skills of the Common Core Standards and the higher order critical thinking skills. It would be helpful if the HSS Standards connected to the question could be identified with the Common Core Standards on Literacy in History/Social Studies. Instead of bolding the question and embedding it within the narrative, it might be helpful if they are separated out of the narrative and boxed or side boxed in the margin. It would also be helpful to show how the Common Core Standards on Literacy in History/Social Studies could be connected to HSS Standards. In some of the vignettes, it might be helpful to show how to use Depth of Knowledge levels in some of the history social content.

References to available resources that are quoted prominently in the framework, such as the Historical and Social Science Analysis Skill Standards, may need to be referenced to where the teacher can find this resource. A Google search for the document produced only documents where it is referenced but not the document itself. Another document that is referenced a lot is the California Education and the Environment Initiative and California's Environmental Principles and Concepts. Teachers on the committee who are history/social studies teachers have not heard of these materials. A note about where to find this resource would be helpful.

The committee found the snapshots and vignettes helpful and would like to see more of them. Some of the snapshots and vignettes did identify the related Common Core Standards, as well as the HSS Standards. However, it was not consistently applied to all the snapshots and vignettes. The difference between a snapshot and a vignette should be distinguished and properly introduced with the purpose of the snapshot or vignette and its intended use. The committee felt that an introduction to each snapshot or vignette should instruct its context, application, and purpose.

It seems as if there were different writers for the chapters. The tone of the framework needs to demonstrate support and flexibility for teachers to use the strategies. Some of the chapters did make helpful suggestions for the usage of the recommended strategy. Other chapters sounded prescriptive, like telling teachers to use a specific strategy to teach a certain concept. It sounded "preachy" like scripting as a way to teach content as opposed to a suggestion. This approach does not fit the focus and intent of the Common Core. Wherever a sentence has the verb "should" in it, it is telling teachers what to do with the content. Whenever a sentence has a verb "may" or "can" in it, it is suggesting how a teacher could approach the content.

The committee felt that special attention to the FAIR Education Act was not adequately applied nor prevalent throughout the framework. The FAIR Education Act amended

the Ed Code 51204.5: “Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.” It seems as if there is still a predominant focus on the Eurocentric approach to history, and not enough focus on the diverse ethnic contribution to our history. There is much more diverse history to uncover that has not been exposed in traditional history.

The framework needs to be sensitive to references made to ethnic groups and avoid possible offensive references to ethnic groups. There are a number of different references to Native Americans, such as American Indians, or Indians. In the case of American Indians, the appropriate term is Native American. This term should be consistently applied throughout the framework. When referring to black Americans, the “b” in black should be capitalized.

The following pages include the line item and pages of areas where the committee expressed the concerns and suggestions.

## **Chapter 1: Introduction**

The Introduction outlines what the framework is going to provide to guide educators in the implementation of a course of study for history and social science. It outlines content, inquiry, literacy, and citizenship. The committee feels that the framework adequately covers content and citizenship. In the ensuing chapters, the committee feels that the framework does not go far enough to connect the pedagogy of learning and the Depth of Knowledge. The inquiry process as demonstrated in the framework does not go far enough to add the depth and rigor in the Common Core. The committee would like to see more cross curricular integration and examine similarities and differences between courses, as well as topics. This will help teachers provide project based learning modules that examines meaning and connection to history, economics, political science, and civic duty. These kinds of projects will advance students to the Depth of Knowledge at Levels 3 and 4 where they also apply analytical and evidence skills.

## **Chapter 2: Instructional Practice for Kindergarten through Grade Five**

### **Chapter 3: Kindergarten—Learning and Working Now and Long Ago**

Teachers and students are provided with a great selection of books to read with examples of ELA/Civics. The committee enjoyed seeing nursery rhymes, fairy tales, and stories included. There is a need to include more diverse readings to comply with the FAIR Education Act.

Lines 115-119, page 45—the committee enjoyed seeing and using artifacts to demonstrate size shapes, recycled materials to construct and design a neighborhood.

Line 40, page 40, delete “a”

Page 41, in the box, in the first paragraph, line 6, delete “the”

Page 42, in the box, paragraph after the bullets, line 4, delete “them”

### **Chapter 4: Grade One—A Child’s Place in Time and Space**

The committee would like to see more examples from diverse groups with disabilities and people of color. They like the list of books to use to teach lessons and to show ways to integrate writing. They also like the suggestion for teachers to work collaboratively with K-3 teachers to avoid repetition.

### **Chapter 5: Grade Two—People Who Make a Difference**

In Grade Two, there is diversity of literature to support specific topics and specific examples of what you can include/do when teaching. They like the vignettes.

Line 31, page 61, add “multi-generational families” to the list

## **Chapter 6: Grade 3—Continuity and Change**

Line 58-59, page 72, when citing a resource, it is helpful to identify a link or explain what it is in an appendix

Line 61, page 72, throughout this framework, different terms are used for Native Americans. The framework needs to be sensitive in its usage of term American Indians. Native Americans view the term as offensive. They are the indigenous people who are native to this country and the rest of the Americas.

Line 101, page 74, at times American Indians are referred to as California Indians. The appropriate term in referring to a native or indigenous group from a particular area such as an Indian native to California would be Native Californian or an Indian native to Nevada would be Native Nevadan.

Lines 173-187, page 81, apply the FAIR Education Act citing LGBT American heroes like Harvey Milk or disabled heroes like Theodore Roosevelt and Franklin Roosevelt.

Line 191, page 82, add after soup kitchen, “a LGBT Youth Center”

Line 206, page 82, insert a LGBT example

## **Chapter 7: Grade 4—California: A Changing State**

The committee saw that the breadth of the standards may not be reasonable. An example is their concerns with the compliance of the FAIR Education Act when it comes to the generalities in regard to cultural and ethnic groups. They also have concerns for the skimpy representation of LGBTs. Another area that needs some attention is to provide picture books and literature selections

The committee points out that there is a need to use consistent term for indigenous people. Indigenous and native peoples are interchanged. Pick one and stick to it. The committee’s preference is native peoples.

The committee likes the vignettes and would like to see more vignettes, like integrating ELA/ELD literature.

Lines 25-27, page 85, if the questions are History Social Studies Standards, then it should be noted so that teachers know what content standards are being referenced.

Line 28, page 85, please clarify “Indians from northern Mexico”. Is this term based on current political lines or terminology at that time in history?

Lines 37-38, page 85, include Southeast Asians like Vietnamese, Hmong. There is also no mention of Africans, Afghanistan, Iraqi, etc.

Line 42, page 85, delete “of African people”

Lines 60-62, page 86, is this sentence a HSS standard? It should be noted as such.

Line 63-67, page 86, again, if this sentence is a HSS standards, it should be noted as such.

Lines 77-78, page 87, if these questions are HSS standards, it should be noted as such.

Lines 107-113, page 88, this would be a good time to mention the drought and earthquakes as real life phenomena.

Lines 109-110, page 88, same as above

Line 116, page 89, use a different term for native Californian. California wasn't a state at this time in history. It belonged to Mexico.

Lines 120-124, page 89. Be clear. There are 4 regions: mountains, desert, valleys, and coastal.

Line 122, page 89, use a different term for “a cooler Mediterranean climate”. A more scientific term like “coastal” would be more appropriate.

Line 123, page 89, “cold forest” is not studied in the 4<sup>th</sup> grade

Line 132, page 89, wasn't the desert area also populated with “Native Americans”?

Line 193, page 92, needs to be more specific about what Indian tribes. Question: was there a Mexican race identified at this time in history?

Lines 210-211, page 93, identify who the Spanish/Mexican settlers are. What about the Europeans from the East?

Line 215, page 93, change Indians to Native Americans

Line 220, page 93, change “conspired to forcibly keep the Indians in residence at the missions” to conspire to enslave native peoples at the missions.

Line 232, page 94, change “Indian” to tribal

Line 245, page 94, give some examples of types of diseases

Lines 250-252, page 95, don't think this happened as the text states. Can you insert some research or evidence?

Lines 255-256, page 95, the sentence is an incomplete sentence

Line 256-262, page 95, cite any example of a working farm like Mission de la Rey.

Line 265, page 95, change all mentioned of "should" to "can" to imply a suggestion as opposed to a mandate

Lines 273-283, page 96, it would be helpful to insert some online resources

Line 375, page 100, name the CCSS Reading Literature standards that apply so that teachers don't have to figure out it or search for them

Lines 474-476, page 108, add Africa

## **Chapter 8: Grade Five—United States History and Geography: Making a New Nation**

Compliance to the FAIR Education Act for diverse representation in history was not visible.

Clarify appropriate term or differentiate between Indian, Native Americans, American Indians, and North American Indians.

Also, need to clarify indigenous and native populations. Are the terms the same?

Lines 5-11, page 122, Are the questions mentioned the HSS standards converted to Essential Questions? Also, there is no mention of slavery or genocide of Native Americans

Lines 9-10, page 122, at what point in history is it "being an American"?

Line 11, page 122, Better question: What effects resulted from the expansion? How did Manifest Destiny affect the country?

Line 24, page 123, cite examples of civic and economic skills

Line 34, page 123, add at the end of the sentence: "and gives teachers flexibility to bring an analysis of multiple perspectives to their instruction".

Line 46, page 124, change "North American Indians to indigenous/Native Americans

Line 54, page 124, is North American Indian an appropriate term to refer to the Native Americans in North America?

Line 74, page 125, add “tribal” before “groups”

Line 84, page 125, delete the “s”

Line 90, page 125, add religion, storytelling which are integral parts of a culture and most definitely among the indigenous cultures

Line 120, page 127, the phrase “people to convert to Christianity” seems out of place

Line 121-123, page 127, the sentence is confusing

Line 127, page 127, are their other explorers besides Christopher Columbus who can be cited?

Line 162, page 129, add and St. Augustine after the “Spanish New Spain”

Line 164, page 129, add “colonial” before “United States”

Line 174, page 129, Delete “English”, add “European”

Line 177, page 129, delete “different”, add “they differed”

Line 180, page 129, are there literature available by native authors? There needs to be the addition of storytelling and literature written by native authors.

Line 183-197, page 130, this section makes it sound like only the Europeans gave something to the natives. What did the indigenous people give to the Europeans?

Line 202, page 130, change “British” to “European”

Line 297, page 134, is it possible to determine what part of Africa the slaves came from (north, central, south)?

Line 317, page 135, need to mention Harriet Tubman and other African American authors in this section

Lines 360 and 361, page 137, change American Indians to Native Americans

In the box on page 146, in the first paragraph, line 8, add “or thinking map” after “graphic organizer”.



Lines 758-759, page 162, if you mention a resource, you should also identify where to get that information, also.

## **Chapter 9: Instructional Practice for Grades Six through Eight**

## **Chapter 10: World History and Geography: Ancient Civilizations**

Line 10, page 175, add “Egyptian and polytheistic beliefs”

Line 23, page 176, add “and secondary sources”

Line 38, page 176, add Egyptian

Line 49-73, pages 177-178, this section needs to be rewritten to explain the anthropology without being “preachy”. This section is confusing. Evolution and anthropology are not in the standards. This section also needs to be sensitive to those teachers and students who may not see evolution of man from the “ape” point of view.

Lines 87-88, page 178, should source for “the highly regard explanation” be cited to validate this statement?

Line 104, page 179, what is meant by “Under one highly regarded explanation”? Could you mean “highly respected theory”? A footnote might be needed to identify the source.

Lines 117-119, page 180, is this sentence necessary?

Line 126, page 180, is this implying that all humans left Africa? Correction and clarification is needed

Line 147, page 181, start the sentence with “Present evidence supports/shows that”

Lines 187 and 188, page 183, is the term “(warlords)” necessary. They are always called warlords; so, would it be better not to use the term?

Line 222, page 184, change “a thicker” to “an increased”

Line 265, page 186, explain “pro-social mental and social structures”

Line 290, page 187, change the order of “gathering and hunting” to “hunting and gathering”. Be consistent with this phrase. It has been used interchangeably. It is confusing and unfair to the students.

Line 298, page 188 and Line 361, page 190, change “gathering and hunting” to “hunting and gathering”

Line 469, page 197, delete “or desirable”. Implies a judgment

Line 715, page 207, capitalize the “S” in students.

Lines 979-982, page 219, this sentence is somewhat subjective. Change it to “According to Confucian teachings, people striving to be “good”, practice moderation in conduct and emotion....”

Lines 1029 and 1033, page 223 and Lines 1037, 1044, 1046, and 1058, page 224, insert “dynasty” after “Han”

## **Chapter 11: Grade Seven—World History and Geography: Medieval and Early Modern**

This chapter was hard to follow. The formatting was not an easy read. It may need to be chunked out or separate the questions from the text. The tone of this chapter is telling the teacher what to teach and how to teach it as opposed to suggesting way to teach or present topics. When teacher look at the snapshot pieces, there is no preface or explanation of the importance of the snapshot pieces.

Sensitivity on the content is important to portray for all Muslim groups. An example is the potential controversial statement in Lines 505-506, page 256. Some Muslims would disagree with this statement. Media and current Islamic groups identify this belief with radicalism.

Line 46 and Line 49, explain “BCE” and “CE”

Lines 70-80, page 236, There needs to be an explanation that geography is needed to understand where all of these places are (were)

Lines 84-102, pages 236-237, there are too many topics to be covered in one year

Line 86, page 236, inside the parenthesis, insert “Fall of” before “Roman Empire”

Lines 90 and 95 should be 6<sup>th</sup> or 7<sup>th</sup> grade topics depending upon the district

Line 86, page 236, Add “Fall of” before Roman Empire

Lines 197-198, page 241, the California EEI Curriculum. Why does the framework mention a curriculum unit when district are all different with the curriculum brands/publishers?

Page 244, Snapshot. Each snapshot should be prefaced so that teachers know what it is, especially for differentiating instruction.

Lines 330-349, page 248-249, the framework is not supposed to tell a teacher how to teach their students. It can suggest or give an example. This sentence sounds prescriptive.

Line 414-415, page 252, EEI Curriculum Unit is suggested throughout the framework. This implies that these are the only units out there.

Lines 466-467, page 254, same as above

Lines 511-516, page 256, a follow up question to the text in these lines is “how and why has this changed in 2016”?

Lines 553-557, page 258, how do we explain the status of Muslim women in 2016? These comments are not in the HSS standards. The teacher can choose to create a tie to the modern day.

Lines 943-948, page 278, need evidence and need to check historical data.

Line 1017, page 281, delete the word “excellent”. Excellent by whose standards?

Line 1271, page 293, capitalize the “s” in “student”

Line 1273-1293, page 293, what is this activity and where is it? This section needs to be revised. Where is the primary sources? Group activity? Charts?

Lines 1480-1484, page 304, delete. Does not belong in the framework.

Line 1497-1500, page 305, need to cite where teachers can find the materials

Line 1528, page 306, celibate means more than unmarried. Delete the word unmarried to avoid controversy.

Lines 1577-1580, page 308, suggest not tell teachers what to do

Line 1583, page 308, Indent the paragraph

## **Chapter 12: Grade Eight—United States History and Geography: Growth and Conflict**

Comment: Teaching ideas embedded within the framework needs to be suggestions not requirements

Line 13, page 313, students need a strong background in US Geography

Lines 24-34, page 314, an example is using the Declaration of Independence for a close reading vignette. Both versions to explain “all men are created equal”. Incorporated on page 316

Lines 110-114, pages 317-318, bolded for questions. Need to maintain consistency

Line 111 and 112, page 317, change “Indians” to Native Americans

Line 178, page 320, additionally, what are some weaknesses in the Constitution? Use this question to a compare and contrast DOK level activity.

Lines 297-298, pages 325-326, what are these? Where are these?

Line 301, page 326, what are these? Reference resource title some place

Line 340, page 327, this topic not in the standards. Maybe, “how did families change?” or take out

Lines 366-368, pages 328-329, take out, this does not fit the timeframe after 1850

Lines 382-386, page 329, take out this section. “cult of domesticity” not an 8<sup>th</sup> grade standard. Take out.

Lines 387-388, page 329, change question to “how did family life change in the Northeast?”

Vignette, page 332, state the purpose of this vignette as an introduction to the vignette. What is the point? 8<sup>th</sup> grade teachers would not teach this. Need a different vignette or snapshot. A timeframe issue.

Lines 445-446, page 334, consider adding writings by Sojourner Truth and Frederick Douglas

Line 552, page 345, add “European” before immigrants

Line 610, page 349, insert the question before “Students”, How did the U.S. get their land west of the Mississippi?

Lines 633-642, page 350, add primary reading sources of women

Lines 675-681, page 352, add view of former slave leaders. What did Frederick Douglas think the freed slaves should do about fighting in the Civil War?

Lines 735-739, page 355, use Lincoln’s Gettysburg Address for close reading

Lines 795-800, page 357, add passages from the real life of freed slaves living in the north and south

Line 791, page 357, What was real life of “free slaves” living in the South/North like?

Lines 834-836, page 359, “Viewing historical maps in chronological order allows students to trace growth patterns...” Great!

Lines 834-840, page 359, like this activity. Shows possibilities of linking to some of the skills in the CCSS.

Line 845, page 359, change the word “stuff” to “inventions” or “innovations”

Line 845, page 359, change “stuff” to “inventions”

Line 851, page 359, how did the changes affect women, African Americans, Asians, and other non-controlling groups?

Line 861, page 360, this section is out of our time zone. 8<sup>th</sup> grade usually stop at the Reconstruction period.

### **Chapter 13: Instructional Practice for Grades Nine through Twelve**

This chapter speaks more to the critical thinking skills that are necessary for students to succeed in career and college readiness. Lines 47-60, page 369 meets some of the Common Core Standards for Literacy in History and Social Science to prepare students to think critically.

### **Chapter 14: Grade Nine—Elective Courses in History-Social Science**

Overall, this chapter is too wordy and needs to be clear about the standards. Standards should be reformatted. The committee likes the cross-cutting with other subjects. For possible elective courses, the title of the course should be followed by “course” for clarity purposes. World Geography and Physical Geography courses need to follow each other for continuity purposes

Lines 3-6, page 381, Is this a California state mandate? Some districts are eliminating this and giving 9<sup>th</sup> graders science.

Lines 18-22, page 381-382, needs an explanation if authors recommend 9<sup>th</sup> grade course as a “gateway” to history in 10-12grades. Where else will students get information (grade level) if not in the 9<sup>th</sup> grade?

Lines 89-94, page 385, this paragraph is more of a suggestion--perhaps give the link to the information

Lines 96-306, pages 385-398, if this section on modern California is an elective, most teachers may not have taught it and may not include it as an elective.

Line 96, page, 385, where is California history taught in other grade levels? This is a history of California. Maybe, expands on 4<sup>th</sup> grade missions?

The box at the bottom of Page 387. In the heading “Grad” needs to be changed to “Grade”.

Line 152, page 389, should the question be bolded?

Lines 212-221, page 392, a majority of this section is covered in 11<sup>th</sup> grade U.S. History

Page 392 in the box, it is very important to preface the information and an explanation

Line 305, page 398, Physical Geography should go after World and Regional Geography which makes more sense for pacing

Line 354, page 400, suggestion: if this is a suggestion for a project, perhaps, it should be boxed which would make the intent clearer.

Line 365, page 401, why so many suggestions on how would a teacher have time to teach them?

Line 382, page 401, for each possible elective, say “course” (Survey of World Religions Course)

Lines 455-461, page 405, typically English would handle these texts. Are there others?

Page 416, preface the box to give importance to the content in the box

## **Chapter 15: Grade 10—World History, Culture, and Geography: The Modern World**

Formatting makes this very difficult to read. There is a need to space and chunk out the questions. There are capitalization errors such as Industrial Revolution or industrial revolution. The committee prefers Industrial Revolution. There is also a lack of consistency of using numerical or written percentages (Example: 95% or ninety-five percent)

Writing the History Social Science Standards as questions doesn’t make sense. Also, not enumerating the standards when they are written as essential questions is not useful for the teachers. There is too much to cover in the last few pages. Post-World War II needs to be reduced. The snapshots need to be prefaced and explained now/why they are important.

Line 36, page 422, The “Industrial Revolution” needs to have first letter of each word capitalized

Line 47, page 423, indent for the beginning of paragraph

Line 110, page 425, consistency. Some places in the framework use “90%”

Box, page 426, preface the vignettes with why they are important or useful. Also explain what the connection is with the ELA/ELD standards. Social Studies teachers did not have the same introduction and professional development about the standards as the ELA/ELD teachers. Also, it would be helpful to reference the HSS standards at the bottom of the box on page 427.

Line 167-169, page 429, this statement is not needed, should be deleted, or rewritten because it makes an assumption.

Line 190 and 191, the phrase “will prove useful” or “will be useful” should be replaced with “is a primary source”

Lines 195-200, page 431, why is this sentence suggested? It is a suggested technique and might be better placed in a box or side box.

Line 282, page 436 and Line 295, page 437, should “Industrial Revolution” be capitalized?

Line 300, page 437, capitalize Industrial Revolution. Why is “revolution” in quotes? Remove the quotes.

Line 389, page 441, capitalize Social Science

Lines 463-464, page 444, is the framework suggesting that students read the whole book or parts of it?

Lines 516-529, page 447, change “Next, teachers might wish” to “Next, teachers might want to”. If this section was separated out and placed in a box or side box, it would be much clearer.

Line 642, page 457, consistency, percentage should either be numerical or written out

Lines 664-672, page 458, why are the standards written as questions?

Lines 676-677 and Lines 696-697, page 459, the questions/standards that are bolded need to be boxed or bulleted. The narrative format of embedding them in the text does not work.

Lines 875-877, page 467, this quote should be appropriately quoted as “At President Delano Roosevelt’s Washington’s Birthday Day fireside chat in February 1942 revealed...”

Lines 986-987, page 472, parenthesis not necessary. Separate with commas.

Lines 1061-1070, pages 475-476, perhaps this section should be boxed or put in a side box. This is a suggested activity.

Lines 1067-1070, page 476, the use of the Blueprint curriculum should be referenced as a helpful tool or resource to help the students with their research project.

Line 1236, page 487, take out the website citation. It is not needed unless the link will always be available

Lines 1237-1243, page 488, delete this section

Lines 1274-1275, page 489, sounds like a college professor. Need to define “McDonaldization” or use another analogy

Lines 1323-1324, page 491, change to November 9, 1989

Line 1326, page 492, change to September 11, 2001

Line 1343, getting to this section on The Impact of Globalization would be difficult. There is too much information to cover in a school year.

## **Chapter 16—United States History and Geography: Continuity and Change in Modern United States History**

Line 11, page 503, the “late nineteenth century to the present” is a gap from 8<sup>th</sup> grade with some review but limited. Where does it fit for 8<sup>th</sup> grade?

Line 36, page 504, the year 2010 is considered current events. From an historian standpoint, what would constitute a year becoming historical?

Lines 49-51, page 505, what standards are these questions addressing? Each teacher is going to decide what these are given the ambiguity that follows. These are very broad questions.

Line 177, page 510, add after “Democrats” which resulted in the disappearance of the Populist Movement

Line 187, page 511, “darker-skinned” is not a good word choice. Delete or find another word.



Line 285, page 518, “grant” implies permission is given. Rephrase the question to How did women fight for their right to vote?

Line 423, page 524, “After World War I, which changed the landscape of black America” is a fragment. “Black” needs to be capitalized.

Line 423-436, pages 524-525, teachers will need support to find this information. This is not information easily found or available.

Line 565, page 533, delete “after”

Line 1034, page 555, in all reference to the civil rights movement, Civil Rights need to be capitalized.

## **Chapter 17—Principles of American Democracy (One Semester)**

Line 39, page 583, add “the right to vote”

Line 49, page 584, “authoritarian regimes of the past” is not clear. Identify what countries, for example. How should political and economic power be distributed in a society? This would be a good question to guide student inquiry.

Lines 105-113, page 586, Supreme Court cases should be reviewed to highlight the impact of the Bill of Rights. Example: Engel vs Vitale, Minersville School District v Gobitis, Hazelwood v Kuhlmeier.

Lines 108-110, page 586, origins/history of the Bill of Rights was covered in the 11<sup>th</sup> grade. A better use of time might be to apply the Bill of Rights to current examples. Do a compare and contrast activity.

Line 136-137, page 587-588, insert, “answer” between should and question. The intent of the sentence is unclear.

Lines 138-140, page 588, add interviewing or speaking to a recently naturalized student or parent. We have so many immigrants in California.

Lines 151-159, page 588, this section should be covered in the Bill of Rights

Line 160, page 589, While it is important for students to know what religious freedoms they have, teachers need to understand what role religion has in democracy. Why is this relevant?

Line 182, page 589, the question should be rephrased: Why does it take so long for government to act?

Line 551, page 608, please explain “democracy is a process and must be understood on a spectrum and in its own geopolitical and temporal context”. Give an example.

### **Chapter 18: Grade Twelve—Principles of Economics (One Semester)**

Line 38, page 614, can “they” analyze American economy in a global setting without explicit inclusion of co-operative economic systems?

Line 43, page 613, shouldn’t students be also presented with argumentative/historical arguments disassociating tax-rate VS growth rate (ambiguity of data re: ideological beliefs)?

Lines 106-107, Page 614, beginning Line 107, is there explicit discussion re: risk avoidance increasing with proximity to retirement?

Beginning with Line 360, page 628, this discussion of externalities could be expanded to include “international externalities”, e.g. consumption patterns of wealthy nations have effects on the economic conditions of less developed regions.

Line 402, page 630, should include also, strategic and growth related advantages of deficit in certain circumstances (some would argue in general circumstances)

Line, 554, page 637, where is a discussion (summary or in depth) regarding history of tariffs—evolutions toward lessening elimination?

### **Chapter 19: Assessment of Proficiency in History-Social Science**

This chapter is a hard read. The framework and standards are intermingled. There is a need for a consistent format with cross curricular standards and specific HSS standards. Change formatting to mirror CCSS Math/English/ELD and NGSS such as Essential Questions, connecting concepts from other HSS subject focus, or standards interconnection. Are there thematic concepts that are mirrored in all subject matter?

There is also a need for coherency with assessments, and maybe each assessment tool can be boxed. In the assessment section, focus on highlighted importance regarding their assessment cycles and its main purpose.

Line 66, page 644, box it to highlight importance

Line 116, page 647, please explain the purpose of Figure 19.1.

### **Chapter 20: Access and Equity**

This chapter is heavy on rhetorical analysis and reading and writing techniques taught by English teachers. It may lead to backlash as teachers attempt to “cover” everything

(standards). The committee is concerned about the amount of information for EL students but not much on students who have disabilities.

The committee is also concerned that this chapter does not represent diversity as defined in the FAIR Education Act. Women, minorities, and people with disabilities are under represented. Equitable does not mean equal. Diversity is talked about pedagogically but not in the curriculum. Token citations are mentioned, and cited examples are not culturally diverse. Examples at the pre-high school level are lacking in cultural diversity.

Lines 17-18, page 679, possible grammatical problem, delete semi-colons for comas, add “socio” before economic

Line 25, page 680, delete “curriculum and”

Line 26, page 680, define “shared responsibility” for what

Line 43, page 680, change “while teachers inform themselves about particular aspects of their students’ background” to “while teachers become culturally competent about their students’ background”

Line 54, page 681, add after cultural identity, “unconscious biases”

Line 80, page 682, add after “bidialecticism”, code switching and/or proficiency

Line 86-87, page 682, define “register awareness”

Line 95, page 683, delete “schooling”, add “instruction”

Page 685, in the box, add another bullet: “Asking questions” in the middle column on Collaborative. Move “Supporting opinions and persuading others” from the middle column under Collaborative to the Interpretive middle column.

Page 686, in the box, in the middle column under Connecting and Condensing Ideas, add another bullet: Connecting content to current events or students’ lives.

Lines 416-418, page 702, please provide an example of a lesson for this idea.

Line 459, page 705, since this section addresses advanced learners, add “still greater” before “depth”

Line 490, page 706, provide a few examples of “agencies”

Line 512, page 707, suggest materials/curriculum to address this concern

Line 524, page 707, delete “very”. Every student deserves to feel “very” safe, not just LGBT students

Line 544, page 708, include LGBT connections throughout the curriculum. Beware of tokenism.

Line 547, page 709, add “cyber bullying”

Line 573, page 710, change “deafness” to “deaf and hard of hearing (DHH)”. Add acquired disabilities such as concussions.

Line 591, page 710, change “label” to “disability”

Line 599, page 711, add after “annual goals”, accommodations and modifications

Line 615, page 712, add after “impairments”, concussions

Lines 618-620, page 712, change this sentence to: A 504 plan spells out the modifications and accommodations that will be needed for those students to have opportunities to perform at the same level as their non-disabled peers, and might include such supports as an extra set of textbooks, audio textbooks, a peanut-free lunch environment, or a tape recorder or mobile device for taking notes.

Page 713, in the box, first paragraph, lines 6 and 7, add “and modifications” after “accommodations” in Line 6. Line 7, change to “identified in the students’ IEPs”. In the second paragraph, Line 4, change “if” to “whether”. In Line 9, change “takes” to “take”.

Line 622, page 714, change, “Depending upon the learners and their...”

Lines 628-629, page 715, is this sentence true? Should it be “Some” rather than “Most”?

Line 630, page 715, delete “Typically” and start the sentence with “The”. Change education specialist to “RSP (Resource Specialist Program) teacher. Most teachers and the Ed Code reference acknowledges that position as RSP, not education specialist.

Line 633, page 715, change “academic” to “curricular” or “instructional”

Line 641, page 716, districts need to provide more training for co-teaching regardless of the model that is used.

Lines 658-662, page 716-717, change these sentences to read: “Accommodations are changes to a curriculum’s materials that help a student incorporate and address differing and uncommon learning styles. Accommodations do not reduce the learning or performance expectations but allow the student to complete an assignment of assessment with changes in presentation, response, setting, timing or scheduling so

that learners are provided equitable access to the curriculum during instruction and assessment”.

Lines 748-757, page 723, in this section on including intervention within a content area, it is important to stress that grouping students for reading purposes should be conducted with heterogeneous groups

Line 789, page 725, add “accommodations and/or” before “modifications”

Lines 809-810, page 726, delete this statement. This is an opinion. All teachers should be highly effective.

Lines 822, page 726, before “students”, add “Tier 3”

## **Chapter 21: Instructional Strategies**

## **Chapter 22: Professional Learning**

The FAIR Education Act groups need to be organically integrated in the content, pedagogy, and the language of the classroom.

Sentences are extremely wordy. Lots of parallel structure issues.

Line 175, page 812, delete “and” at the end of the line

Line 196, page 813, put a period after “it.” Capitalize the “D” in “district”

Line 198, page 813, delete “all the more important”, change it to “vital”

Lines 215-223, page 814, this is one big long sentence separated by semi colons. Make them all single sentences separated by periods.

Line 223, page 814, put a period after “clear”. Capitalize the “t” in the.

## **Chapter 23: Criteria for Evaluating Instructional Materials: Kindergarten Through Grade Eight**

Is it possible to attach a page or two criteria sheet for easy use?

Line 18, page 818, change “analysis” to “analytical”

Line 22, page 819, change “paid” to “paying attention to”

Line 44, page 820, can this be grade specific and be more detailed?

Line 57, page 820, “Social Science”

Line 179, page 825, “multi-ethnic”

**Appendix A: Problems, Questions, and Themes in the History and Geography Classroom**

Line 137, page 843, the purpose is not clearly written

**Appendix B: Teaching the Contemporary World**

**Appendix D: Educating for Democracy: Civic Education in the History-Social Science Curriculum**

**Appendix F: California Education and the Environment Initiative**

**Appendix G: Capacities of Literate Individuals**